

Jamaica Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

3437 Jamaica Blvd. So., Lake Havasu City, AZ 86406

Lake Havasu Unified District

AZ LEARNS¹

Elementary Achievement Profile *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Paula Levensailor Ed.S.
Schedule : 7:00 AM to 3:30 PM
Grades : K-5
2003 Enrollment : 528
Web Address : havasu.k12.az.us/jamaica
Phone Number : (928) 854-8660
Fax Number : (928) 854-8661
E-mail : plevensailor@havasus.k12.az.us

Mission

Jamaica provides a safe and structured environment where children learn. Our programs help students to become well-rounded individuals who will contribute positively to society. Students will look back and see the difference being at Jamaica made.

School / Academic Goals

- ü We will continue to work toward all students meeting/exceeding Arizona State Standards in Reading, Math, and Language. Standardized assessments will show one year's growth.
- ü Teachers will emphasize character education on a daily basis in every classroom. Students will be recognized for good behavior and demonstration of the rubrics for the chosen character traits. A 'tolerance' or anti-bullying program will be added.

Instructional Programs

- ü Six Trait Writing
- ü Special Education/Inclusion
- ü Daily Oral Language
- ü Saxon Math

Enrollment

October 1, 2002 School Year Student Enrollment : 516
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 103

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 7/21/2003
Last Day of School : 6/4/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Jamaica Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Assist in Goal Setting
- Ü Assist in Long-range Planning
- Ü Assess Physical Needs of School
- Ü Assist in Developing Partnerships
- Ü School Improvement/School Climate
- Ü School Safety Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	7.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	1	1	0	0
7 to 9 years	0	10	0	0
10 or more years	1	5	0	1

Shared Responsibilities

School

Jamaica Elementary is responsible for providing a safe, pleasant, and caring atmosphere for students; soliciting parent input; offering parent meetings/functions; good communication with parents; and respect for cultural differences of families.

Parents

Parents know rules of the school; encourage children to follow them; to provide support to children for homework; to communicate with the classroom teacher; to model positive attitudes toward school; to sign required forms and attend school events.

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Choir
- Ü Crocodile Reading Club
- Ü Art Club

Social Services

- Ü Parks & Recreation Programs
- Ü Mohave Mental Health & Interagency
- Ü Havasu For Youth Programs
- Ü Hospice of Havasu

Transportation Policy

Elementary students are driven to school by parents, ride bikes, walk, or use city transit. The district does not provide buses for elementary students unless they are special needs/handicapped students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü The percentage of students achieving one year's growth in Reading on SAT 9 tests increased by 4.7%; in Math by 2.8%, and in Language by 2.6% from the 2001-02 school year to the 2002-03 school year. This exceeded the goal of increasing by 1%.
- ü Jamaica finished a comprehensive written technology plan for the entire school with specific grade level performance objectives, implementation guidelines, and assessments.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Western Welcome Unsung Hero Award to Parent Volunteer	2001
ü First Place Awards for State Science Fair	2002
ü DARE Essay Overall Fifth Grade Winner	2003
ü Wal-Mart's Teacher of the Year	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	20	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	9	10	10	9
Promotion Rate ⁶	97	99	98	95
Retention Rate ⁷	3	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	64	75
Grades 3-4	82	77
Grades 4-5	57	66

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	502	75372	99	98	101	550	526	523	1	5	9	10	25	25	35	41	36	54	30	30
All Students (Prior Year)	86	472	70809	NA	NA	NA	529	522	518	5	5	11	21	29	27	40	38	35	35	28	27
Female	40	237	36901	100	98	101	551	526	524	0	3	8	13	27	25	37	40	36	50	29	31
Male	48	265	38385	98	98	101	549	527	523	3	6	9	8	23	24	33	41	36	56	31	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	13	96	29103	100	101	99	543	512	510	0	4	12	0	43	31	75	36	36	25	16	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	--	NC	5086	--	NC	114	--	NC	491	--	NC	22	--	NC	38	--	NC	28	--	NC	12
White	73	390	34597	97	97	98	550	529	535	2	4	4	12	22	20	29	41	38	58	32	38
Students with Disabilities	15	57	8057	100	93	99	NA	500	496	NA	23	23	NA	27	31	NA	38	28	NA	12	17
Students without Disabilities	73	445	67315	99	99	101	550	528	525	1	4	8	10	25	24	35	41	37	54	31	31
Limited English Proficient Students	NC	28	16925	NC	104	112	NC	NA	482	NC	NA	27	NC	NA	40	NC	NA	26	NC	NA	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	324	26325				--	520	504	--	5	15	--	32	34	--	40	33	--	23	18
Non-Economically Disadvantaged	88	178	49047				550	538	530	1	4	6	10	12	21	35	42	37	54	42	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	499	75221	99	97	101	537	527	523	1	3	8	7	13	16	57	62	56	35	23	21
All Students (Prior Year)	87	467	70860	NA	NA	NA	533	532	524	5	3	9	15	14	17	40	48	45	40	35	30
Female	40	237	36833	100	98	100	546	528	526	0	2	6	3	12	15	53	64	56	43	23	23
Male	48	262	38319	98	97	101	530	526	520	3	3	9	10	14	17	59	59	56	28	23	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	13	96	29019	100	101	99	519	514	513	0	4	12	25	25	21	63	59	55	13	12	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	--	NC	5071	--	NC	114	--	NC	502	--	NC	20	--	NC	27	--	NC	46	--	NC	8
White	73	387	34543	97	97	97	540	530	531	2	2	4	5	10	12	54	62	58	39	25	26
Students with Disabilities	15	55	8006	100	90	99	NA	503	505	NA	12	22	NA	38	23	NA	42	42	NA	8	13
Students without Disabilities	73	444	67215	99	98	101	537	528	524	1	2	7	7	11	16	57	63	56	35	24	21
Limited English Proficient Students	NC	28	16853	NC	104	112	NC	NA	489	NC	NA	29	NC	NA	36	NC	NA	32	NC	NA	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	324	26256				--	524	509	--	3	14	--	15	24	--	62	51	--	20	11
Non-Economically Disadvantaged	88	175	48965				537	533	528	1	2	5	7	8	13	57	61	58	35	29	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	497	73654	98	97	99	537	531	530	3	4	9	7	12	13	81	79	70	9	5	7
All Students (Prior Year)	80	450	68592	NA	NA	NA	553	550	542	4	3	9	9	8	12	65	71	63	23	18	16
Female	40	238	36239	100	99	99	549	537	537	0	2	7	3	8	11	83	83	72	13	6	10
Male	47	259	37301	96	96	98	528	526	523	5	5	12	11	16	15	79	75	68	5	4	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	13	96	28348	100	101	96	521	520	520	0	2	13	25	24	17	75	74	65	0	0	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	--	NC	4947	--	NC	111	--	NC	507	--	NC	22	--	NC	22	--	NC	53	--	NC	3
White	72	384	33924	96	96	96	540	533	537	3	4	5	5	10	10	81	80	75	10	6	9
Students with Disabilities	15	57	7306	100	93	90	NA	511	506	NA	24	24	NA	16	20	NA	56	52	NA	4	4
Students without Disabilities	72	440	66348	97	98	100	537	533	531	3	3	8	7	12	13	81	81	71	9	5	8
Limited English Proficient Students	NC	28	16422	NC	104	109	NC	NA	495	NC	NA	30	NC	NA	27	NC	NA	43	NC	NA	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	321	25711				--	528	514	--	4	16	--	14	19	--	80	61	--	2	3
Non-Economically Disadvantaged	87	176	47943				537	539	535	3	3	7	7	9	11	81	79	74	9	9	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	498	76230	99	99	101	503	505	498	9	6	12	39	43	38	13	11	12	39	40	37
All Students (Prior Year)	84	491	72888	NA	NA	NA	501	503	494	8	8	14	43	42	40	8	12	12	40	38	34
Female	42	226	37247	100	98	100	497	505	500	8	4	11	46	46	40	19	14	13	27	37	37
Male	39	269	38725	98	99	101	510	505	497	9	8	14	31	40	37	6	8	12	53	43	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	NC	94	28100	NC	97	98	NC	497	482	NC	6	18	NC	56	47	NC	8	11	NC	30	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	--	NC	5292	--	NC	113	--	NC	463	--	NC	31	--	NC	47	--	NC	8	--	NC	14
White	71	389	35389	99	98	96	504	507	514	8	6	6	38	40	32	14	11	14	40	43	48
Students with Disabilities	14	83	9022	108	108	105	477	485	465	20	15	31	40	48	43	0	9	8	40	27	17
Students without Disabilities	67	415	67208	97	97	100	505	506	500	8	6	12	39	43	38	14	11	12	39	41	38
Limited English Proficient Students	NC	28	14826	NC	108	113	NC	434	460	NC	100	31	NC	0	51	NC	0	8	NC	0	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	327	25037				--	503	477	--	7	21	--	46	47	--	8	11	--	39	21
Non-Economically Disadvantaged	81	171	51193				503	507	507	9	5	9	39	38	35	13	17	13	39	41	43

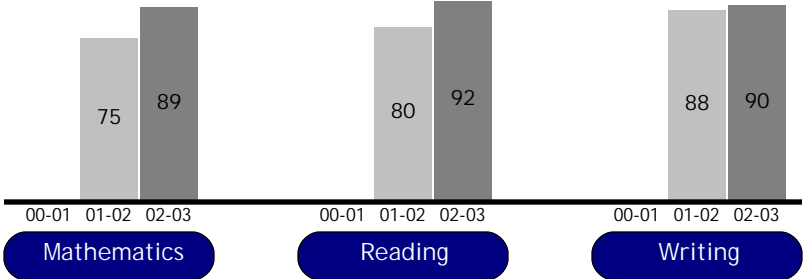
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	499	76202	99	99	101	508	507	505	12	12	19	23	24	24	54	52	46	12	11	11
All Students (Prior Year)	84	492	72779	NA	NA	NA	509	510	505	19	14	21	20	19	20	45	48	43	16	19	15
Female	42	226	37231	100	98	100	509	510	507	14	11	16	30	27	24	43	49	48	14	13	13
Male	39	271	38718	98	99	101	507	506	503	9	13	22	16	22	24	66	55	44	9	10	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	NC	94	28090	NC	97	98	NC	505	497	NC	14	28	NC	23	30	NC	56	37	NC	6	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	--	NC	5311	--	NC	113	--	NC	491	--	NC	38	--	NC	31	--	NC	28	--	NC	3
White	71	391	35371	99	98	96	509	508	512	11	11	10	21	25	20	57	51	54	11	13	16
Students with Disabilities	14	83	9097	108	108	106	500	497	493	40	29	39	20	25	27	20	36	29	20	11	5
Students without Disabilities	67	416	67105	97	97	100	508	508	506	9	11	18	23	24	24	56	54	47	11	11	12
Limited English Proficient Students	NC	28	14780	NC	108	113	NC	468	486	NC	100	50	NC	0	32	NC	0	18	NC	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	328	24961				--	506	495	--	14	32	--	25	30	--	50	34	--	11	4
Non-Economically Disadvantaged	81	171	51241				508	511	509	12	8	14	23	22	22	54	57	51	12	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	486	74692	98	96	99	509	512	502	10	10	18	26	27	27	59	56	47	4	7	8
All Students (Prior Year)	84	481	70710	NA	NA	NA	523	533	512	6	7	17	29	21	26	48	48	42	17	24	16
Female	42	221	36710	100	96	99	510	518	509	8	7	14	27	24	26	59	60	50	5	9	10
Male	38	263	37742	95	96	98	509	507	495	13	13	22	25	29	28	59	52	44	3	6	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	NC	91	27492	NC	94	96	NC	512	486	NC	8	27	NC	34	32	NC	52	38	NC	6	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	--	NC	5166	--	NC	110	--	NC	470	--	NC	39	--	NC	32	--	NC	27	--	NC	2
White	70	381	34785	97	96	94	510	513	517	11	10	10	22	26	23	62	57	56	5	8	11
Students with Disabilities	13	74	8428	100	96	98	496	483	472	20	17	38	40	50	30	20	29	29	20	4	3
Students without Disabilities	67	412	66264	97	96	99	511	514	503	9	10	17	25	26	27	63	57	48	3	8	8
Limited English Proficient Students	NC	24	14363	NC	92	109	NC	457	459	NC	0	47	NC	100	34	NC	0	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	321	24507				--	510	480	--	12	31	--	26	33	--	56	33	--	6	3
Non-Economically Disadvantaged	80	165	50185				509	517	511	10	7	13	26	28	24	59	56	53	4	9	10

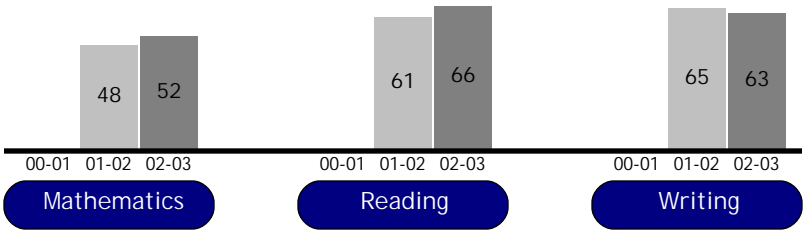
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	64	53	92	72	59	44	66	74	68	50
	Language	--	--	58	45	92	68	55	39	100	67	62	43
	Mathematics	--	--	65	56	99	74	64	52	99	77	74	57
3	Reading	--	--	53	50	98	65	58	43	97	71	59	47
	Language	--	--	58	55	94	74	66	50	99	77	69	54
	Mathematics	--	--	55	53	99	71	63	50	100	76	66	54
4	Reading	--	--	66	55	94	62	57	47	99	71	69	52
	Language	--	--	60	50	94	59	55	45	100	69	67	48
	Mathematics	--	--	68	56	94	75	65	52	100	73	73	57
5	Reading	--	--	58	51	99	62	64	46	96	59	62	50
	Language	--	--	53	46	99	50	58	43	100	56	60	46
	Mathematics	--	--	64	56	100	59	66	54	100	69	69	57

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Character Education; DARE, GREAT, Second Step Anti-Bullying Program, Peer Mediation; other police and fire safety programs, common schoolwide rules, school spirit and sense of pride; positive climate in a structured and safe learning environment.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Ted Zachary	(928) 854-8660
Transportation Policy	Dave Nicely	(928) 855-8279
Community Resources	Gail Malay	(928) 855-2737
School Nutrition Programs	Hans Bischof	(928) 855-5121
Parent Organization	Anne Hatfield-Burke	(928) 854-8660
Student Health/Nurse	Lynn Burns	(928) 854-8660

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards